

FACILITATION APPROACH AS ONE OF THE FACTORS OF TEACHER PROFESSIONAL DEVELOPMENT

An analysis of facilitation is introduced in the research work. It is determined that facilitation is manifested in the construction of the learning process, which creates an atmosphere of psychological support, and increases the level of learning motivation, responsibility, stimulating, developing and supporting impact. It is proved the importance of relationships for the teacher professional development that appears in the process of communication. Moreover, the basis of learning should be an understanding of the potential opportunities for professional development of the individual inherent in it.

Besides, the determining factor in the teacher professional development is a training that can be organized in the form of a facilitation process, which is a set of skills used to organize a discussion of the problem situation and perform all planned actions in a short time. K. Rogers began to develop the issue of facilitation in pedagogical activity in the 1950s. The main ideas of the scholar were used as a basis for the humanization of education. By facilitating teaching, he meant «a process from which we can learn to live and promote development of students».

The objective of the article is to highlight the features of the facilitative approach as one of the factors of teacher professional development.

Facilitation is manifested in the construction of the learning process, which creates an atmosphere of psychological support. Consequently, it increases the level of learning motivation, responsibility, stimulating, developing and supporting effect. The restructuring of the personality of the teacher occurs through personal growth in the formation of the teaching style. On the one hand, subject to training the one acquires the ability to build transformative models of behavior as real conditions for the embodiment of subjectivity, on the other hand, learns ways to expand subjectivity, which is the basis of professional development. What is more, the learning process in the system of postgraduate pedagogical education is based on certain laws that provide an opportunity to effectively manage the process of educational and cognitive activities of teachers based on the prediction of their results; it's significant to provide grounds for academic substantiation and optimization of the content, forms, and methods of teacher training for professional growth. The task of academic and methodological work of the Department of Free Economic Relations and the Institute of Postgraduate Pedagogical Education is to provide beneficial assistance in the development of pedagogical skills and professional competence of physical education teachers.

The relationships are essential for the teacher professional development, that arose in the process of dialogue, both between group members and the speaker. Thus, lectures, practical, training sessions should be held in a free, democratic form, without focusing on external assessments, which can be understood by students as rejection or criticism.

The researcher who acts as a speaker should create such conditions in the classroom, under which there is an opportunity to understand the problematic issues, difficulties and their joint discussion. The group's attention should be focused on joint congruent interaction based on the principle of facilitation. Congruent interaction means communication based on trusting, sincere relationships in the process of interaction between the speaker and listeners, as manifestations of mutual empathy, in

the correspondence of the awareness of the teacher experience and the experience itself. The tendency to development, which is inherent in a people, does not need to be stimulated specifically because its implementation depends on the congruence of people, they interact with. According to it, congruence is manifested with the perception of processes that actually occur and the ways of their expression, i.e., behavior. The success of the congruence of the speaker implies the relevance of the range of problems that underlie the content of the educational process.

In the process of professional development, the teacher becomes a real subject of the learning process, but, at the same time, cannot move away from the role of an expert on teaching methods, content, and organization of the educational process. The condition of productive learning, during the professional development, is the educational interaction of the teacher-listener and the research and teaching staff (speaker). Moreover, pedagogical facilitation is a type of pedagogical activity that is designed to help students to realize their self-worth and support their desire in development, self-realization, improvement professionally, promotion their professional and personal development. Facilitator leads the process of discussing a topic in the classroom, and, therefore, ensures successful communication between students and helps them understand the overall objective; maintains positive dynamics to achieve the goal through discussion, without putting themselves on the side of any one position or party.

After all, to create a specially organized learning environment, the decisive factor is the pedagogical support of professional development of the teacher-listener, namely: the personality of the researcher (who is a speaker), empathy and reflection, unconditional perception, experience of subjective experience, disclosure of potential teacher opportunities and their actualization.